

**РАЗДЕЛ 3.**  
**ПРОБЛЕМЫ ПЕРЕВОДА И ПОДГОТОВКИ ПЕРЕВОДЧИКОВ**  
**В СФЕРЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**

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**УДК 811.161.1.1**

**ANALYSIS ON INTRALINGUAL TRANSLATION IN CHILDREN’S**  
**LITERATURE: FOCUSING ON THE NOVEL**  
**“THE PRINCE AND THE PAUPER” BY MARK TWAIN**

**Abstract.** The concept of intralingual translation has been used since the inception of Translation Studies. As Roman Jakobson describes, intralingual translation “is an interpretation of verbal signs by means of other signs of the same language,” sometimes called “rewording” or “paraphrasing.” In other words, intralingual translation involves adapting a text to a new purpose in the same language. Intralingual translation involves a form of simplification – a change made to the source text. The purpose of simplification, the microstrategies are applied in intralingual translation such as reduction, omission, restructuring and so on. Many books that were originally intended for adults are now commonly thought of as works for children, such as Mark Twain’s *The Prince and The Pauper* or *Huckleberry Finn*.

My source text (ST) is original novel by Mark Twain and target text (TT) is the retold version by Kathleen Omstead (2007). This paper aims to compare the difference between the original novel and its retold version, and then find out how simplifications are used in intralingual translation process. In this study, qualitative method is used to find the data from the ST and compare it to TT.

**Keywords:** *intralingual translation, simplification, source text, target text.*

**Literature review**

Roman Jakobson identified intralingual translation as one of three types of translation, alongside interlingual and intersemiotic translation. Interlingual translation “is an interpretation of verbal signs by means of some other language.” The sole distinction between interlingual and intralingual translation is whether the transfer of meaning occurs between two distinct languages or within the same language [Jakobson, 2004].

Baker (1993) identifies universal features of translation as simplification, normalization / conservatism, and explicitation. Simplification is produced when translators tend to simplify the translational language during the translating process. The definition of simplification is to replace the complex source language with easy-to-understand and simplified target language. To achieve this purpose, the translator may reuse the same adjectives and adverbs, reduce the amount of four-character phrases and shorten the sentences [Sung, Ping- Hua, 1997, p. 3].

Zethsen also identifies several “factors” or “parameters” involved in intralingual translation; these are essentially motivations for change. Often, the motivation stems from a gap between the source text and the presumed audience

of the target text. Gaps in knowledge, time, and culture create the need for changes in the target text. For Zethsen, knowledge is “the target group’s general ability to understand a text.” If the source text would be less understandable to the target audience because of a lack of knowledge, the intralingual translation would make certain changes to account for this.

It is found that the translated literature for children shows a higher degree of simplification feature because it is hard for children to accept the literary works that feature high lexical density and flowery expressions, because they have the lower level of language proficiency. This inference concurs with Shavit’s Poetics of Children’s Literature theory that claims that the translated literature should be good for children’s education and be adjusted to be readable for children [Sung, Ping- Hua, 1997, p. 3]. In addition, Shavit (1986) proposed two principles for literature translation for children:

- 1) to follow the social expectation, the translator should make the translated text good for children’s education; and
- 2) to unveil social expectation, the translator should adjust the translated text readable for children.

These two principles stress the educational effects and the readability for children readers.

Vincent, an advocate of simplified texts, provides a cogent summary of the objections to such texts:

The essential feature of simplification is reduction, and this can result in loss. The original book is shortened, the number of characters, situations, and events cut, the vocabulary restricted, and the use of structures controlled. More significantly, perhaps, any unusual use of language - colloquialisms, idioms, metaphors, allusion - tends to be ruthlessly expunged, and any ambiguity or uncertainty in the text resolved [Vincent, 1986, p. 211].

Widdowson says, “In language teaching, simplification usually refers to a kind of intralingual translation whereby a piece of discourse is reduced to a version written in the supposed interlanguage of the learner” [Widdowson, 1979, p.179].

West (1950), another exponent of simplified texts, has made the point that such texts, whatever their virtues, can sometimes destroy a learner’s motivation by taking away the essence of the original version and leaving in its place a flat, hollow, uninspiring substitute.

### **Simplification from ST to TT1**

In this retold version, the following microstrategies are applied in intralingual translation for the purpose of simplification.

#### *Reduction*

Originally, the novel has 33 chapters, but there are 18 chapters in abridged version. The novel became more simplified by combining some chapters and reducing and omitting unnecessary metaphors and writer’s aesthetic values.

Now let’s see an example from Chapter 1

**ST1:** In the ancient city of London, on a certain autumn day in the second

quarter of the sixteenth century, a boy was born to a poor family of the name of Canty, who did not want him.

**TT1:** A great many years ago, a baby boy was born in the city of London. His name was Tom Canty. His family was very poor and could not afford him.

In ST the sentence structure is complex and there are many descriptions of time and the boy's family background. On the contrary TT sentence structure is very simple and short. Certain reduction was done, thus it makes the novel easy for children to read and understand.

Reduction is much used, but the crucial information is not dropped in translation.

#### *Omission*

According to the educational purposes, some violent scenes and images are totally omitted in the retold versions.

For example, some extracts from the original text are as follows:

1. "... They were whipped at the cart's tail..."
2. "...naked from the girdle up..."
3. "... deprived of an ear"
4. "... branded on the cheek with a red-hot iron"

Some additional information is omitted in the adapted versions. For example, it wasn't mentioned that Tom has twin sisters. Instead, it is only said that he has 2 sisters.

#### *Rewriting*

There are several rewriting procedures used in the simplification, such as chapter name, child-friendly vocabulary.

As mentioned in reduction section, original 33 chapters are shortened up to 18 chapters. Therefore, there are content changes due to the rewriting process.

#### *Vocabulary change*

The feature of ST is that it was written in 1881. Old literary works contain many archaic words from Old English.

In the framework of analysis, there are some findings. Here they are:

Source text	Target text 1
Thou	You (singular form)
Thy	Your
Thee	You
Thine	Yours
Ye	You (plural form)

In intralingual translation process, the translator changed old English words to adapt the text to target readers. Lack of knowledge of word origin leads to some incorrect and misleading meaning in the translation.

**Conclusion.** After analyzing some translation procedures used in the novel

"The Prince and the Pauper" and its translation, we conclude some features of children's literature found in the novel are as follows:

There are some content and style changes in the novel. Originally, the novel has 33 chapters, but there are 18 chapters in abridged version. The novel became more simplified by combining some chapters and reducing and omitting unnecessary metaphors and writer's aesthetic values.

Moreover, sentence structure is very simple and short, thus it makes the novel easy for children to read and understand.

According to the educational purposes, some violent scenes and images are totally omitted in the retold versions. Child-friendly vocabulary is much used in the most part of the novel.

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## **МЕТОД СТРУКТУРНО-СЕМАНТИЧЕСКОГО АНАЛИЗА ПРИ ПЕРЕВОДЕ ТЕХНИЧЕСКИХ ТЕКСТОВ**

**Аннотация.** Статья посвящена описанию приемов обработки специализированных технических текстов в методике преподавания английского языка. Автор использует метод структурно-семантического анализа и предлагает систему упражнений, которые помогают направить студентов на развитие навыков перевода, а также семантико-когнитивных навыков анализа специального учебного текста.

**Ключевые слова:** семантический анализ, текст, когнитивный анализ, профессиональная коммуникация.

## **THE METHOD OF STRUCTURAL AND SEMANTIC ANALYSIS IN THE TRANSLATION OF TECHNICAL TEXTS**